# PROFESSIONAL COMMITMENT OF ELEMENTARY TEACHER EDUCATORS IN RELATION TO THEIR JOB SATISFACTION AND CERTAIN DEMOGRAPHIC VARIABLES.

**SYNOPSIS OF THE THESIS**

**Submitted by**

**Ranjeet Singh**

**Registration No.: 19RSEPHE004**

**Under supervision of**

**Dr.Promila**

In Partial Fulfillment of the Requirements

for the Degree of

**DOCTOR OF PHILOSOPHY**

**SCHOOL OF EDUCATION ABHILASHI UNIVERSITY**

**CHAIL CHOWK, MANDI (H.P.) – 175028**

**DECEMBER, 2021**

**DECLARATION**

I hereby declare that the synopsis entitled **"PROFESSIONAL COMMITMENT OF ELEMENTARY TEACHER EDUCATORS IN RELATION TO THEIR JOB SATISFACTION AND CERTAIN DEMOGRAPHIC VARIABLES".**to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other university or Institution for the award of any degree or diploma.

**Place:** **Signature of the Scholar**

**Date:** **Name of the scholar**

**Forwarded by:**

**Place:** **Signature of the Scholar**

**Date:** **Name of the scholar**

# CERTIFICATE

This is to certify that the thesis titled **"PROFESSIONAL COMMITMENT OF ELEMENTARY TEACHER EDUCATORS IN RELATION TO THEIR JOB SATISFACTION AND CERTAIN DEMOGRAPHIC VARIABLES".**is an original piece of work done by **Ranjeet Singh** under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

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**Place:** **Signature of the Supervisor**

**Date:** **Name of the Supervisor**

## INTRODUCTION

The quality of a country is directly correlated with the calibre of its people, and the calibre of its people is most strongly correlated with the calibre of its educational system. Their teachers' quality has a big impact on how well they educate the students. The head of the University Education Commission and our previous president, Dr. Radhakrishnan, stated correctly in 1949 that "the teacher's place in the community is of critical importance."

An important instrument that is incredibly useful in everyone's life is education. Education is what sets us apart from other types of earthly life. Man is now the most intelligent and well-adjusted animal on the planet. Humans are empowered by it and are better equipped to handle all of life's obstacles. As a reflection of society, education is both the germ and the bloom of broader advancement. It advances humankind from ignorance to enlightenment, from the darkness of social degeneration to the light of social advancement, and from scarcity to more rapid social and economic progress. Education is always intended to prepare students for successful lives. Our education should help us overcome whatever challenges and difficulties we may encounter in life. Modern society has evolved into one that is competitive and sophisticated. We are currently experiencing a rapid industrialization and technological advancement phase. As a result, there has been a substantial change in educational goals and objectives. Both general and particular changes have been made. Students today are expected to have high levels of compassion, general aptitude, and academic excellence. Man can adapt to himself and to society with the aid of education. When it comes to meeting their physical demands, humans strive and suffer. Additionally, they try to satiate psychological demands like acceptance and emotional safety. Since the issue of adjustment has become so crucial in our complex and civilised society, psychologists have focused their intense interest on comprehending it. There needs to be careful consideration of the adjustment issue that our youth is facing.

## CONCEPT OF PROFESSIONAL COMMITMENT

Composed of the phrases "Professional" and "Commitment," professional commitment. The term "profession" refers to a work requiring specialised training and a formal education, and "a professional" is someone who relates to or belongs to a "profession." Investing time, effort, and loyalty in a cause, activity, or job is referred to as "committing." The description "professional" has effects on a person at the organisational and professional levels. Both the organisation that employs the professional and the external peer group that makes up the profession anticipate a certain standard of conduct.

## CONCEPT OF PROFESSION

A profession that demands high levels of autonomy and adherence to norms of conduct that have been developed and are enforced by other people in the field and are based on systematic, formal knowledge about a certain subject. An occupation with a high ranking in prestige and pay that requires extensive formal education and a defined body of knowledge that is beyond the comprehension of laypeople, where those in the profession control licencing standards and have autonomy in their work environment- occupation organisation that can prevent their functions from being performed by those not certified as adequately trained and qualified in an extensive body of knowledge and technique.

The following Figure depicts a three-dimensional representation of professional commitment.

## FACTORS AFFECTING PROFESSIONAL COMMITMENT

**1.Personal Factors**

These include the worker's sex, education, age, marital status, and personal qualities, as well as their family and socioeconomic backgrounds.

**2. Factors Inherent in the Professional**

It has been discovered that factors specific to the profession play a significant role in employee selection.

**3. Factor Controlled by the Management**

These factors include the type of supervision, job security, type of work group, pay rate, prospects for advancement, transfer policies, length of employment, and sense of responsibility.

# JOB SATISFACTION

Job satisfaction is a psychological phenomenon with complex and individualised notions; it differs from person to person depending on one's attitude and internal state. It can be broadly characterised as a person's psychological or favourable state regarding their current employment situation. The definition of satisfaction in the Satisfied Dictionary is an act of gratifying; fulfilment; and gratification. The state of being; satisfaction, or the reason or method for satisfying oneself. accepting something with confidence as adequate, reliable, true, etc. Job satisfaction has been described as a person's attitude toward their line of work. Numerous variables, including the type of supervision, organisational rules and administration, pay and quality of life, among others, can have an impact on job satisfaction. It is one of the significant variables that academics and organisational managers have found interesting. Numerous research has been carried out to establish the variables that affect job satisfaction and how it affects an organization's productivity. Employers must prevent employees from leaving and working for other companies. Offering job happiness and career advancement possibilities is the best approach to keep people. Although there isn't any proof that job happiness has a direct impact on it because there are so many other factors that affect productivity. Employment satisfaction is the favourable mental attitude that a person feels toward their job. Job satisfaction is described by Durbin's in terms of enjoyment and contentment. "Job satisfaction is the level of enjoyment or contentment one experiences while working. If you enjoy the intensity of your work, you will be quite satisfied with it; if you don't, you will be unhappy with it.However, the results of unhappiness are terrible. The statement "Job happiness is connected with life contentment" was made by **Rode,J.C.** People who are content with their lives also tend to be satisfied with their jobs, proving that there is a positive inverse relationship between the two.

Equally crucial to any educational institution's organisational culture is the job happiness of its faculty. Job satisfaction describes how one feels about the circumstances, people, and objects in his or her working environment.

According to dictionary.com, job satisfaction is an action that satisfies, satisfies, or gratifies. It's a feeling of satisfaction or contention. It serves as the catalyst or means of fulfilment.

Using the phrase "pleasurable or positive emotional state coming from the appraisal of one's employment or job experiences," **Locke** provided a more detailed explanation.

According to **Hoppock**, job satisfaction is any set of psychological and environmental factors that lead a person to genuinely state, "I am content with my job,"

Job satisfaction was described by **Bullock** as "An attitude that arises from a balancing and summation of many individual likes and dislikes encountered and in relation with job. These evaluations might be heavily influenced by how much the employer and job are thought to have contributed to achieving these goals.

**Spector** changed the definition of job satisfaction to include a variety of job-related factors as an attitudinal variable that measures how a person feels about his or her employment. As a result, it is possible to define job satisfaction as the degree to which a job satisfies workers' general needs, satisfies their professional and personal aspirations, and makes them feel accomplished.

Job satisfaction is generally perceived to be directly linked to productivity as well as to personal wellbeing, job satisfaction and occupational success are major factors in personal satisfaction, self-respect, self-esteem and self-development. To the worker, job satisfaction, beings a pleasurable emotional state that often leads to a positive work attitude. A satisfied worker is more likely to be creative, flexible, innovative and loyal. Job satisfaction gives happiness, success and effectiveness in one's professional endeavours. However, dissatisfaction has disastrous results. According to Rode J.C., "life satisfaction and job satisfaction are associated. Because of the reciprocal nature of this relationship, people who are happy with their jobs also tend to be happy with their lives.

## FACTORS AFFECTING JOB SATISFACTION

The different attitudes that employee has about his or her employment influence how satisfied they are with their jobs. These attitudes may be influenced by workplace variables like pay, job security, work atmosphere, type of work, and possibilities for participation in decision-making, as well as perks. Work that is either too easy or too demanding can make you unhappy. Only when a reward is fair and in line with expectations is it considered satisfactory. Workplace friendship and support are conducive to job satisfaction.

Numerous things might have an impact on job satisfaction. For instance, the quality of one's relationship with their superiors, the environment's physical condition, etc. Numerous research findings indicate that a variety of factors influence job satisfaction. Employees' job happiness is greatly influenced by a number of specific demographic characteristics, including age, education level, position, material status, year spent in the service industry, and number of hours worked each

weekcontentment at work Inadequate education, a good or negative assessment of one's own achievement or failure, and job discontent are all related.

Lack of communication, inability to choose qualified candidates for a position, and a lack of clear job definitions all have a detrimental impact on job satisfaction. One of the elements influencing job happiness is age. Studies done in five different nations have shown that older workers are happier.

## REVIEW OF RELATED LITERATURE

Any worthwhile research project in any subject of knowledge requires a sufficient understanding of the previous work that has been done in the same topic. Finding, reading, and analysing study reports as well as reports of casual observation and opinion that are relevant to the person's intended research subject are all part of the review of literature. The review's insights and knowledge almost always result in a better project design and significantly raise the likelihood of attaining significant and important results.

**Best (1997)** says that,"A brief description of prior research and the writing of recognised exports provide proof that the researcher is knowledgeable with what is already known and with what is yet unknown and untested". Reviewing relevant literature helps to reduce duplication of effort because effective research must be grounded in prior knowledge. The review of related literature aids in the definition of the research area, the comprehension of the research methodology to be used, the knowledge of the tools and instruments, the understanding of the statistical methods, and the understanding of the recommendations made by earlier studies that are cited in their studies. Review of linked literature is hence a cornerstone around which the building is built.

Time-saving resources include review and abstracting journals, which provide concise summaries of research findings published in a range of periodicals. Reading many journals devoted exclusively to abstracts and reviews will help a research assistant get familiar with research methods and developments.

## PURPOSE OF THE REVIEW OF RELATED LITERATURE

1. The researcher can establish the boundaries of his field by reviewing relevant literature. It aids the researcher in identifying and defining his issue. Understanding related literature keeps the researcher current on the work that others have done, enabling them to articulate their objectives succinctly and clearly.
2. 2. The researcher might steer clear of fruitless and useless problem areas by examining the relevant literature. He can focus on areas where favourable results are most likely to occur and where his efforts are most likely to significantly advance knowledge.

3. 3. The researcher can prevent unintended repetition of previously published findings by reviewing relevant literature. Replicating a study is useless once the validity and stability of its findings have been established.
4. 4. The researcher gains a grasp of the research methodology—the process by which the study will be carried out—through the review of pertinent literature. Knowing about the equipment and tools that have been successful and effective in prior studies is helpful to the researcher. The benefit of the linked literature is that it also offers insight into the statistical techniques needed to establish the reliability of the results.
5. 5. Learning about the suggestions made by earlier researchers for more research stated in their studies is the fifth and most crucial reason in particular for reviewing the related literature. (2007, C. R. Kothari)

## REVIEWS RELATED TO PROFESSIONAL COMMITMENT

**Punia (2000)** examined the organisational and employment commitments of 130 university instructors from three Haryana institutions: Guru] Ambheshwar University (GIU), Hisar; Maharshi Dayanand University (MDU), Rohtak; and Kurukshetra University, Kurukshetra (KUK). Examining the level of dedication among university lecturers was the study's primary goal. Data were gathered using a scale of teachers' commitment that the investigator himself created and standardised. The study's conclusions showed that teachers for various age groups were not all equally devoted. Compared to older teachers, younger teachers shown greater dedication. His research also showed that university professors were more dedicated to their profession than to their company.

**Sharma (2001)** investigated the dedication of university, degree-granting institutions, and intercollegiate teachers. There were 100 teachers in the sample. The study's conclusions showed that dedication was unaffected by age, sex, or faculty, but that commitment was influenced by education level, namely primary, secondary, and higher education. When compared to teachers working in secondary school, higher education teachers were found to be more devoted. Her research also showed that increased academic success, achievement, and commitment go hand in hand.

**Elliott and Croswell(2005)** conducted research on Australian state schools to identify teachers professional commitment of 650 teachers. Teacher dedication with an emphasis on the unique requirements of each student. Here, academic, emotional, and other needs of the pupils were noted.The obligation of teachers to pass on knowledge, attitudes, values, and beliefs.The dedication of teachers to maintaining their professional knowledge. The idea behind this study is that committed teachers are proactive about their professional development and are eager to learn from and share with their peers and other role set members.Teacher commitment as an engagement with the school and community – In this

case, the teacher goes beyond the confines of the classroom and the boundaries of the school to connect with the community. According to the study's findings, teachers' professional commitment reflects a variety of ways that they see, comprehend, and conceive the phenomena of commitment.

**Day(2005)** performed research on educators to understand the difficulties in maintaining commitment. 450 teachers from secondary schools participated in the study. The results of their study showed that, while system context factor functioned as a key factor for lowering level of commitment, personal school context factor played a big role in maintaining high level of commitment in teaching. They went on to say that elements related to the workplace were crucial for committing to a career.

**Kohli (2005)** In order to assess the level of professional dedication among teacher educators working in the Punjab state, conducted research on 170 teacher educators. Finding out the degree of professional commitment among teacher educators was the study's key goal. The researcher accessed the professional commitment of teacher educators using a self-developed questionnaire. According to his research, there are no appreciable differences in the level of professional dedication between male and female teacher educators. His study also revealed that teacher educators' level of professional dedication was average.

**Kannan and Pillai (2008)** studied 100 instructors in engineering colleges. Examining the teachers' professional dedication in engineering colleges was the study's primary goal. Review of Literature used a professionally produced commitment scale that was self-developed. The study's conclusions showed that higher levels of education result in more dedication and positions of authority.

**Rajan**(**2009)**In Haryana's teacher education institutions, 400 self-funded and government-aided teachers were the subjects of a 2009 study by. The study's conclusions showed there were qualitative differences between student instructors working in privately funded and publicly funded universities. Compared to government-aided teachers working in educational institutions, student teachers at self-funded institutions demonstrated a higher perception of dedication. The results also showed notable inequalities between male and female student teachers in teacher training schools. It was discovered that male pupil teachers perceived their professional dedication as being higher than female pupil teachers.

**Shann(2010)**study in four urban middle schools, 92 instructors participated in study. The study's primary goal was to gauge participants' commitment to and happiness with their work lives. According to the study's conclusions, encouraging professional dedication can lower teacher satisfaction.

**Sood and Anand (2010)** studied 350 teacher educators who were employed in Himachal Pradesh. Their research's primary goal was to ascertain their level of professional devotion. The study's findings showed that female instructors were more devoted to their work than male teachers. Further findings from their study revealed important disparities in professional dedication according to factors like gender, marital status, and teaching background.

**Klassen and Chiu (2011)**research on 434 active teachers and 379 aspiring teachers was done. The study's goal was to investigate the occupational commitment and intention of in-service teachers and practising teachers. The occupational commitment was assessed using a cross-sectional survey approach. The study's conclusions showed that self-efficacy, job stress, and the teaching environment have an impact on practising teachers' commitment to their jobs and their intention to leave their positions. The research also revealed that, in comparison to working instructors, pre-service teachers shown higher levels of dedication.

**Goyal (2012)**research on professional commitment was done by among 50 B.Ed. teacher educators in the Punjabi area of Patiala. Scale of professional dedication for literature reviews. To gather data, Kanchan Kohli used teacher educators. His research demonstrated that there were substantial disparities between gender, marital status, and NET certification in the professional commitment of B.Ed. teacher educators.

**Arjunan and Balamurugan(2013)** performed research on 121 instructors who were from Tamil Nadu's tribal regions. Their research's major goal was to examine the professional dedication of teachers employed in tribal territory schools. The study's conclusions showed that instructors in tribal regions had a low or medium level of professional commitment. According to the research's findings, professional commitment did not differ considerably based on gender but varied based on the location of the institution and the management style

**Gupta and Nain(2013)** performed research on 200 teacher educators from Haryana's B.Ed. colleges. The study's major goals were to examine gender variations in professional commitment and to compare teacher educators in urban and rural areas. The study's findings showed that whereas teachers from rural and urban areas showed substantial disparities in their professional dedication, male and female teacher educators did not.

**Gajjar (2014)** investigated the professional commitment of 100 teacher candidates enrolled in Hem Chandra charya North Gujarat University's B.Ed. colleges. His study's major goal was to examine the relationship between professional dedication among teacher candidates and factors including gender, environment, and educational background. The research's findings

highlighted the fact that while professional commitment levels among teachers and teacher educators did not significantly differ in regard to gender, place of residence, or educational background, they did considerably differ in relation to academic degree.

**Sethi (2014)** performed research to examine the dedication of teachers in Ghaziabad's private and public degree-granting institutions. 100 degree-holding college professors were selected for the study's sample from six colleges in the city of Ghaziabad. The study's conclusions showed that there are no differences between private and public college instructors. They perceived their commitment to their careers as being identical to one another.

**Plasilda and Muthupandi (2015)** On the subject of higher secondary school teachers' professional commitment, performed research. 665 male and female teachers from five districts in Tamilnadu who operate in both urban and rural settings make up the sample. The researcher made use of the A. Punitha Mary and A. Amal Raj created professional commitment tool. More than half of higher secondary teachers show a moderate level of professional dedication, according to the findings.

**Sing and Kumar (2015)** carried out research to examine the professional dedication of more seasoned and less seasoned instructors. 250 secondary school instructors participated in the study. The study's conclusions showed that secondary school teachers' levels of professional commitment varied depending on their gender and level of teaching experience.

## REVIEWS CONNECTED TO WORKSATISFICATION

**Singh (2009)** to compare employment satisfaction. looked at physical education teachers in government, private, and public schools in the state of Haryana. Results revealed that among the three categories of teachers, there were substantial disparities in job satisfaction. While this difference was not found to be significant between government and private school teachers, government school physical education teachers differed significantly from their colleagues in public schools. The job satisfaction of teachers is higher in government schools than it is in the other two types of schools.

**Ali and Akhtar (2009)**studied job satisfaction of senior secondary school teachers was investigated by with regard to gender, job status, and educational background. To compare the mean work satisfaction levels of different comparison groups, the data were examined using a t-test. The study's findings on job happiness and institutional commitment among

school teachers in Kerala showed that I the level of job satisfaction among female teachers was high.

Postgraduate instructors were found to be more satisfied than part-time teachers, and postgraduate degree teachers were found to be more satisfied than teachers with doctoral degrees, all of which were shown to be significantly higher when compared to male teachers.

**Arti (2009)** examined to see if there was a correlation between Government and private school teachers' job satisfaction and occupational stress. There were 60 teachers in the sample as a whole. The findings showed that there was a substantial difference in occupational stress and job satisfaction between instructors in public and private schools. Government school teachers' job satisfaction and occupational stress have been found to be significantly correlated, however private school instructors did not experience this same correlation.

**Mgri Jana Jancova (2010)** investigated numerous factors affecting job satisfaction in language school teachers in Portugal and the Czech Republic and discovered that circumstances involving children in Portugal provide teachers the most satisfaction and unhappiness. Their level of job satisfaction was also impacted by external incentives, classroom management, instructional strategies, etc.

**Juozaitiene&Simonaitiene (2011)** the fulfilment of a teacher's physiological, self-actualization, and safety demands can be used to gauge their job satisfaction. Thus, self-actualization aspects serve as powerful motivators and raise teacher work satisfaction.

**Shukla (2011)** investigated teacher burnout in light of factors such as job satisfaction, gender, age, and experience. The majority of teachers, according to the survey, are happy with their jobs, and work satisfaction and burnout are significantly correlated.

**Hariri (2011)**in junior secondary schools in the Indonesian province of Lampung, investigated the connection between principle leadership styles and principal decision-making styles and their impact on teacher work satisfaction. The findings indicate that principal leadership and decision-making styles have a substantial association with work satisfaction and that instructors are only marginally pleased. Most teachers and principals display a transformational leadership style and rational decision-making.

**Berghe (2011)** sought to determine how job satisfaction and productivity are related, as well as how to affect job satisfaction. the elements of the workplace, coworkers, and personal traits, as well as to explain the relationship between job performance and job happiness.

**Kumar (2011)** compared the job satisfaction, adjustment, and well-being levels of physical education teachers in Haryana to those of other school teachers. It has been discovered that there is no appreciable difference between senior secondary school physical education instructors and other teachers in Haryana in terms of job satisfaction, overall wellbeing, and level of adjustment. The study also found a favourable relationship between physical education instructors' well-being and job satisfaction, but a negative relationship between total adjustment and job satisfaction. Except for the male group and the age range of between 41 and 50 years, job satisfaction parameters show no discernible differences between rural and urban, government-private schools, education level, and income group.

**Mahmood et al. (2011)** looked into how gender and the type of school affected work satisfaction. According to a study, teachers were less satisfied with their opportunities for growth, pay, supervision, interpersonal relationships, and working circumstances. Teachers who were female reported being happier than those who were male. Between urban and rural teachers, there was no discernible variation in job satisfaction.

**Seema (2012)** investigated the impact of gender, academic major, and teaching experience on the attitudes toward teaching, job satisfaction, and self-efficacy of teachers employed in Haryana teacher training institutions. The study found that as compared to female instructors, male teachers exhibited higher occupational self-efficacy. The gender of instructors has no bearing on their level of job satisfaction. It was discovered that science professors were happier in their jobs than teachers of art classes. According to the study, instructors with more experience were happier at their jobs than those with less experience. Additionally, female teachers had a more positive outlook than male teachers. Teachers who taught science classes and those with greater experience had a more favourable attitude. against less seasoned teachers and teachers of artistic groups.

**Gupta and Gehlawat (2012)** according to several demographic factors including gender, the type of school where they have taught, and their educational backgrounds. compared the job satisfaction and work motivation of secondary school teachers in Haryana. The results demonstrate that there are no appreciable differences between male and female teachers in terms of their motivation and job satisfaction. However, there were notable discrepancies between teachers employed by public and private schools, as well as between those with graduate and postgraduate degrees and those with more and less experience.

**Ahmad et al. (2012)** conducted research on the job satisfaction and occupational effectiveness of educational administrators in Kashmir's higher education. The findings

support the notion that good educational administrators in higher education are more satisfied with their work than ineffective educational administrators. Additionally, as compared to ineffective educational administrators, competent educational administrators had greater psycho-social orientation, economic adjustment, community and national awareness.

**Iqbal and Akhtar (2012)** conducted study on Male and female secondary school teachers in Lahore (dt.) Pakistan had different levels of job satisfaction. The study's conclusions indicated that as compared to male teachers, female instructors were more satisfied with the work and supervision aspects of their jobs. Additionally, there are no appreciable differences in job satisfaction between instructors of science and arts in urban and rural schools. The relationship between job happiness and age and work experience was not examined in instructors.

**Babu (2013)** made an effort to investigate how primary school teachers felt about their jobs and how headmasters and assistant teachers felt about their jobs in relation to demographic factors including gender, age, education level, work experience, kind of school, location, etc. Teachers reported feeling very satisfied with their entire professional jobs. Age, management, gender, experience level, and other factors such as location (urban/rural) had little to no impact on professional happiness. However, responses from respondents in all age groups varied significantly in how satisfied they felt. Similar to how m.a./m.sc. and other certified instructors were less satisfied with professional elements, b.a./b.sc qualified teachers were more satisfied.

**Anees (2013)** compared the job satisfaction of teacher educators employed by privately and publicly supported institutions in light of their motivation at work and career goals. The survey found no discernible difference between teacher educators working in private and public institutions in terms of job satisfaction. Additionally, it was discovered that female teacher educators have better levels of job satisfaction than male instructors who work in private institutions. Compared to female teacher educators working in private institutions, female teacher educators working in publicly supported institutions were reported to be highly motivated at work. In terms of career goals, there was no discernible difference between teacher educators working in privately supported institutions and those receiving public funding.

**Agnihotri (2013)**in tehsil-Nadaun, district Hamirpur of Himachal Pradesh, investigated the differences in the level of job satisfaction of various groups, including primary and secondary school teachers, high paid and low paid teachers, more experienced and less experienced

teachers, male and female teachers. In contrast to secondary school instructors, he discovered that elementary school teachers report higher levels of job satisfaction. Teachers who earn more money or less money both express the same level of job satisfaction. Female teachers are more satisfied with their jobs than male teachers are, and more experienced teachers are more satisfied with their jobs than less experienced instructors.

**Rajareegam (2014**) examined future expectations on job satisfaction of engineering college teachers at Pudussery for a few psychological factors. The study came to the conclusion that there is no significant difference in job satisfaction between engineering college teachers and teachers of arts and science colleges, teachers who receive salaries below and above rs 25000, teachers who have received timely promotions, and teachers who have not received timely promotions. However, there is a big difference in job satisfaction between teachers who work less than 17 hours and more than 17 hours each week.

**Sangadji's (2014)**according to empirically supported claim, university administrators are expected to demonstrate organisational commitment. In addition to utilising western current management techniques, administrators should pay attention to Islamic values. In an effort to increase lecturers' job satisfaction, which is anticipated to have an effect on their performance.

**Bashir (2017)** conducted a study on teachers' job satisfaction in relation to professional commitment, found that while there is no statistically significant difference between male and female senior secondary school teachers' levels of professional commitment, there is a significant difference between the two groups' levels of job satisfaction. Additional findings indicate a considerable positive association between professional commitment and job happiness. This demonstrates the strong correlation between professional devotion and job satisfaction.

**Tahir (2018)** discovered that teaching in India is still not connected to research and publication at a level that is equivalent to that of other nations.At his study of work satisfaction among instructors in a few higher education institutions in India, Universities and colleges must become self-sufficient as the number of students enrolled in higher education increases by securing funding from the business community for their internal research projects. In siloed departments that are unable to connect with other departments and universities, such a transfer is improbable. In order to function as a team, first teachers from a single department must actually learn how to collaborate. Corporate organisations engage in team-building events and functions to promote and foster stronger teamwork.

## NEED AND SIGNIFICANCE OF THE STUDY

Although the education industry requires buildings and equipment, people are what matter most, and a teacher is the most important one. There is no exaggeration when it says that only when there are teachers who are fully aware of the dignity of the profession and its associated responsibilities would a large building, expensive equipment, and solid curriculum serve the same helpful purpose. Teachers are crucial in helping kids develop their attitudes, routines, manners, and, most importantly, their character and personalities. Here, we present several notable philosophers and intellectuals' opinions on the value of the teaching profession.

Education is not merely the acquisition of knowledge but also includes proper utilization of knowledge for proper improvement of quality of education. Quality of education is directly linked with quality of teachers. Teacher acts as a pivot for the transmission of intellectual and technical skills and cultural traditions from one generation to the other. Teacher plays an important role for the modification of a behavior of students. But, in the present time, it is increasingly realized by all those concerned with education that standard of education in school has considerably fallen. It is to a large extent due to lack of interest among teachers there should be commitment to knowledge, commitment to nation, advancement of learning, improving the education and fostering of a strong relationship between teacher and learners.

Hence, a sound programme of professional education of teachers is very essential, for the qualitative improvement of education. Effective school education anticipates effective teacher education. Teacher education is of utmost importance and a core condition to ensure highly proficient teachers and quality education. In making teacher education truly effective and functional, the role of teacher educators is most crucial. It is universally recognized that the onus of the quality of education of teachers rests on the teacher educators. Teacher educators are responsible for acculturating prospective teachers. They need to serve as role on the part of teachers essentially consists not only in doing their best for introducing the students to the competencies, that they would need as teachers in school, but also practically inspiring them to inculcate values of the profession of teaching. The performance in these two areas would require that the teachers are well equipped for it and are well-oriented and motivated to achieve the desired level and result. The need for the improvement and

enhancement of professional commitment of teachers is now universally emphasized and highlighted in educational circles and forums. How to affect its improvement to the optimum desirable degree is the formidable problem which teachers and educationist face in our country. The present study will focus on assessing the level of professional commitment of teacher educators working in educational institutions. This study will help in identifying the factors which are responsible for declined commitment and dedication among teachers that consequently result in inappropriate role played by them. Job satisfaction is another crucial component that has caught the attention of academics and managers in businesses along with a devotion to one's career. The factors that define job happiness and how it affects productivity in respective institutions have been the subject of several studies. The question to be answered is whether job happiness affects a teacher educator's commitment to their vocation.

## STATEMENT OF THE PROBLEM

**"PROFESSIONAL COMMITMENT OF ELEMENTARY TEACHER EDUCATORS IN RELATION TO THEIR JOB SATISFACTION AND CERTAIN DEMOGRAPHIC VARIABLES."**

## OBJECTIVES OF THE STUDY

1. To study the level of professional commitment and job satisfaction among elementary teacher educators.
2. To study the professional commitment of elementary teacher educators in relation to their gender.
3. To study the professional commitment of elementary teacher educators in relation to their Job satisfaction.
4. To study the professional commitment of elementary teacher educators in relation to their teaching experience.
5. To study the professional commitment of elementary teacher educators in relation to their type of institution.

6. To compare the professional commitment of elementary teacher educators in relation to their gender.
7. To compare the professional commitment of elementary teacher educators in relation to their job satisfaction.
8. To compare the professional commitment of Elementary teacher educators in relation to their teaching experience.
9. To compare the professional commitment of elementary teacher educators in relation to their type of institution.
10. To study the interaction effect of job satisfaction and gender with regard to the professional commitment of elementary teacher educators.
11. To study the interaction effect of job satisfaction and teaching experience with regard to the professional commitment of elementary teacher educators.
12. To study the interaction effect of job satisfaction and type of institution with regard to the professional commitment of elementary teacher educators.
13. To study the interaction effect of teaching experience and gender with regard to the professional commitment of elementary teacher educators.
14. To study the interaction effect of gender and type of institution with regard to the professional commitment of elementary teacher educators.
15. To study the interaction effect of teaching experience and type of institution with regard to the professional commitment of elementary teacher educators.

## HYPOTHESES OF THE STUDY:

1. There will be no significant difference in the professional commitment of elementary teacher educators in relation to their gender.
2. There will be no significant difference in the professional commitment of elementary teacher educators in relation to their job satisfaction.
3. There will be no significant difference in the professional commitment of elementary teacher educators in relation to their teaching experience.

4. There will be no significant difference in the professional commitment of elementary teacher educators in relation to their type of institution.
5. There will be no significant difference in the professional commitment of elementary teacher educators in relation to their gender.
6. There will be no significant difference in the professional commitment of elementary teacher educators in relation to their job satisfaction.
7. There will be no significant difference in the professional commitment of elementary teacher educators in relation to their teaching experience.
8. There will be no significant difference in the professional commitment of elementary teacher educators in relation to their type of institution.
9. There will be no significant interaction between job satisfaction and gender with regard to the professional commitment of elementary teacher educators.
10. There will be no significant interaction between Job satisfaction and teaching experience with regard to the professional commitment of elementary teacher educators.
11. There will be no significant interaction between job satisfaction and type of institution with regard to the professional commitment of elementary teacher educators.
12. There will be no significant interaction between teaching experience and gender with regard to the professional commitment of elementary teacher educators.
13. There will be no significant interaction between gender and type of institution with regard to the professional commitment of elementary teacher educators.

## DELIMITATIONS OF THE STUDY

This study will be delimited to following aspects:

- Professional commitment of elementary teacher educators will be taken as dependent variable.
- The independent variables in this study will be gender, job satisfaction, teaching experience and type of institution.
- The study will be restricted to elementary teacher educators of government and private institutions in Himachal Pradesh offering 2 years of D.El.Ed. programme.
- The study will be restricted to five districts (Mandi, Hamirpur, Bilaspur, Solan Shimla) of Himachal Pradesh.

## OPERATIONAL DEFINITION OF THE KEY TERMS USED

**Professional Commitment:** In the present study professional commitment refers to the commitment of the elementary teacher educators towards their teaching profession.

**Elementary Teacher Educator:** In the present study elementary teacher educators refers to the teacher educators of the institutions offering two years of D.El.Ed. programme.

**Job Satisfaction:** Job satisfaction refers to the positive or negative satisfaction of the elementary teacher educators towards their job of teaching and training in the institutions

**Demographic variables**

i) **Gender:** Gender refers to the male or female sex of the elementary teacher educators.

ii) **Teaching Experience:** In the present study teaching experience refers to the number of years of teaching of elementary teacher educators.

iii) **Type of institution:** In the present study type of institution refers to the government DIET's and Private self-financed institutions offering two years of D.El.Ed. programme.

## RESEARCH METHODOLOGY

Research methodology is a systematic way to solve the research problem. It provides a logical and empirical base for data collection and analysis of data to draw logical inferences and thereafter to make meaningful suggestions. The decision about the methods to be employed for accomplishment of aims and objectives of research depends upon the nature of the problem selected and the kind of data required. Survey technique under descriptive research will be used for the present study.

## SAMPLING

A sample is a subset of a population, which is used to represent the entire group as a whole. To obtain the required information from the respondents, multi-stage sampling will be used. In the first stage, five districts out of twelve districts will be selected by employing random sampling. Thereafter, the DIET's and private colleges will be selected in the second phase. In the third phase, a sample of approximately 200/300 elementary teacher educators will be selected by employing incidental sampling technique.

## VARIABLES OF THE STUDY

**Independent Variables**

- Gender
- Job satisfaction
- Teaching Experience
- Type of Institution

**Dependent Variable**

- Professional commitment

## RESEARCH TOOL TO BE USED

**In the present study, the following tools will be used;**

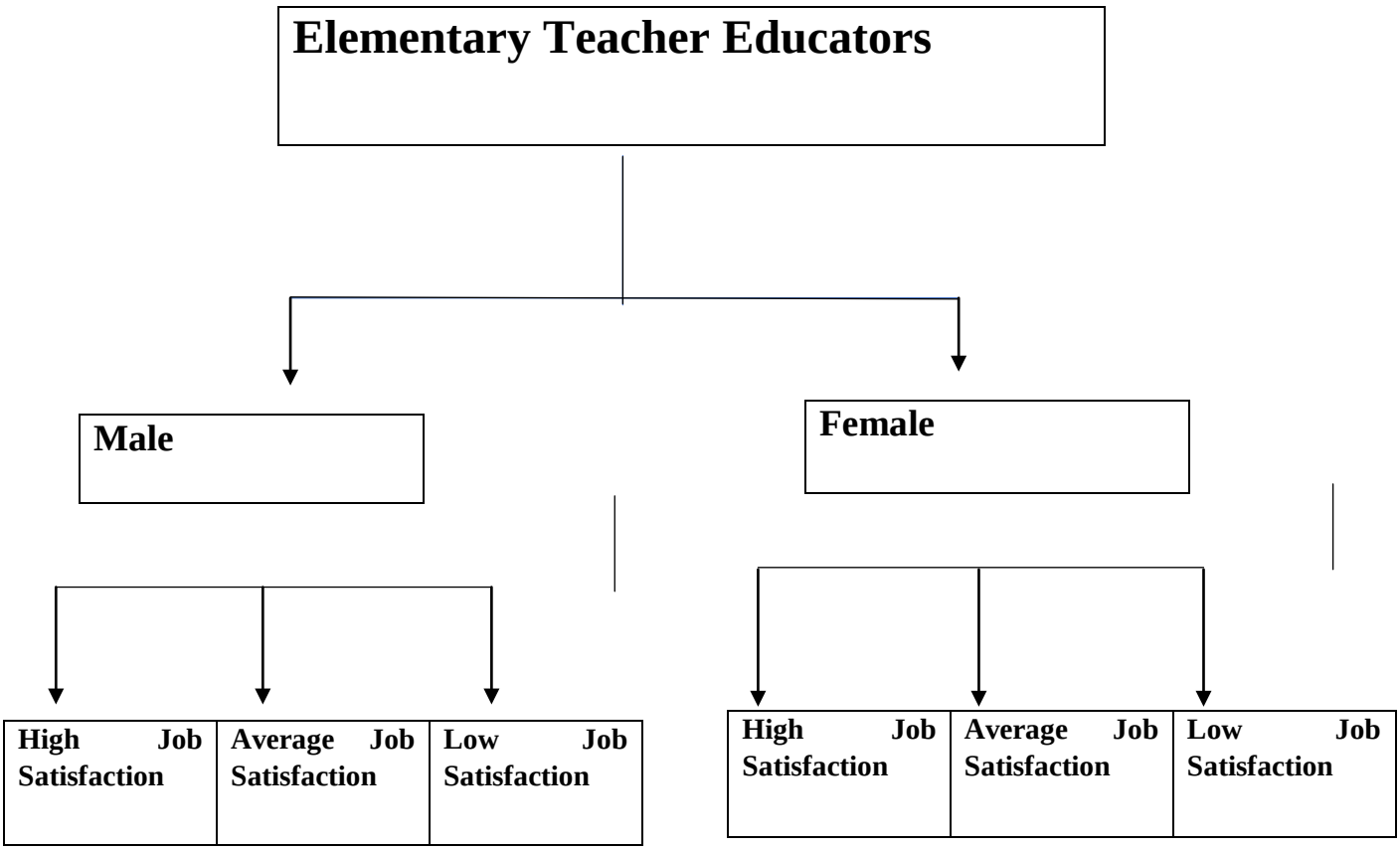
1. Professional commitment scale for teacher educator developed by Vishal Sood.
2. Teacher's job satisfaction questionnaire developed by Nasrin and A. Annes.

## STATISTICAL PROCEDURE FOR DATA COLLECTION TECHNIQUES TO BE USED

The data collected will be converted to meaningful information by its proper classification, tabulation, analysis, interpretation, and presentation. For this purposes, t-test will be used to find the significant difference between two means of independent variables, whereas to test the significant differences among more than two means, Analysis of Variance (ANOVA) will be used. Also, to explore the level of dependent variables, mean and SD will be calculated.

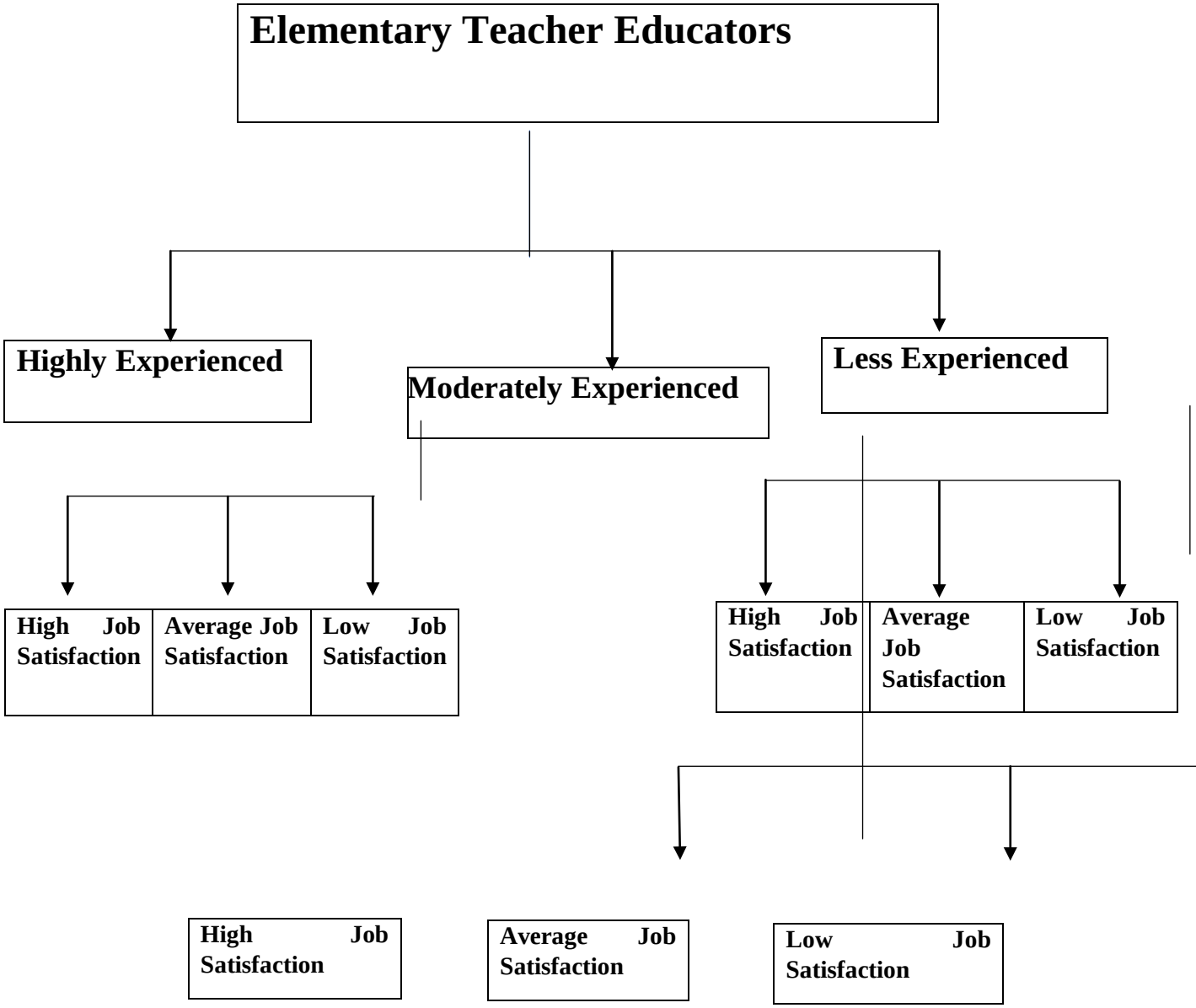
## Research Design:-

1. **Job Satisfaction & Gender (2x3)**



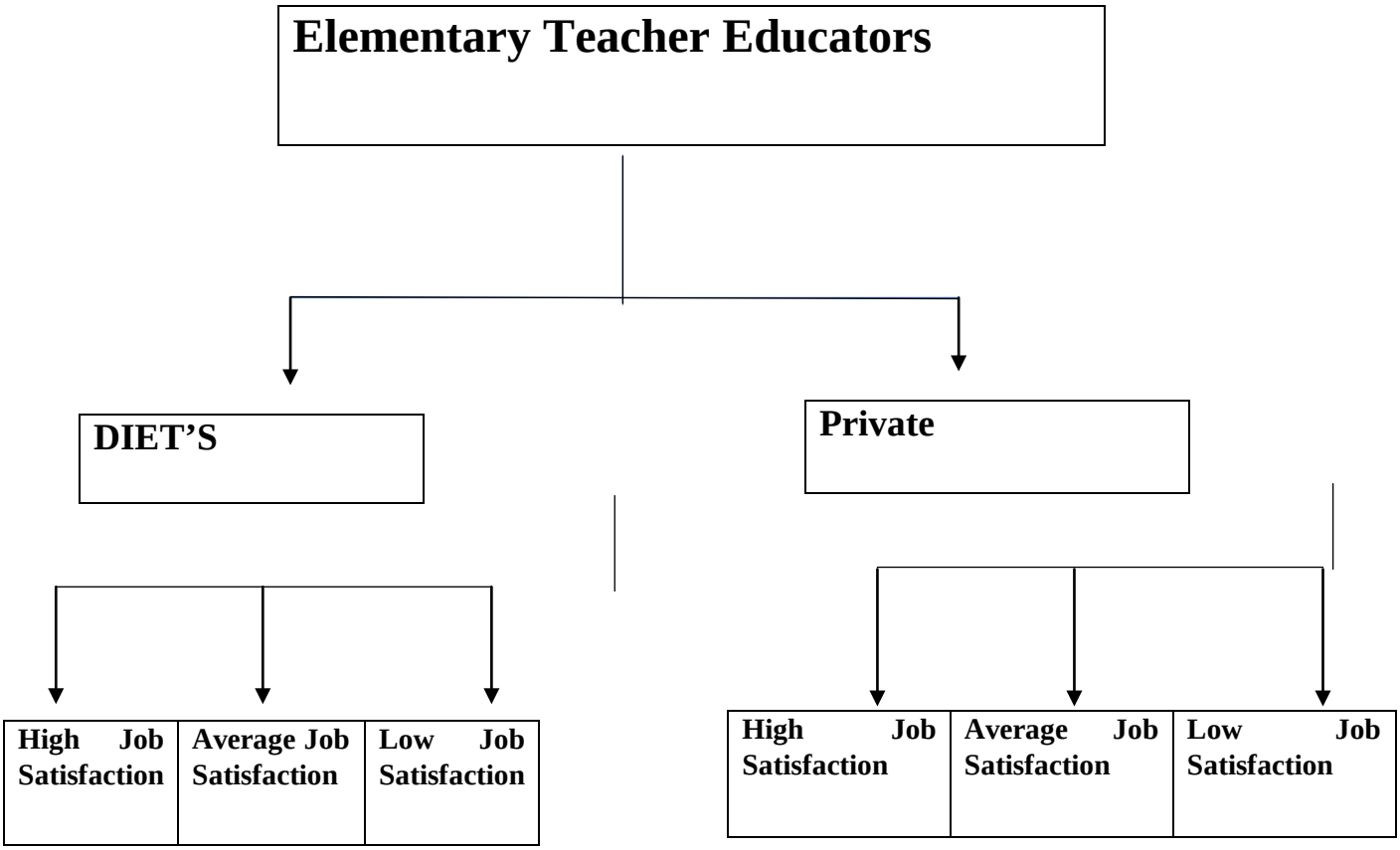

**(Scores on dependent variables i.e.professional commitment for all six groups.)**

**Teaching Experience & Job Satisfaction (3x3)**




**(Scores on dependent variables i.e.Professional commitment for all nine groups.)**

**3 Types of Institution & Job Satisfaction (2x3)**




**(Scores on dependent variables i.e.professional commitment for all six groups.)**

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